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EXTENSION SERVICE
/ Review

What Family Members
Want and Need from 4-H

MAY 1958



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The Extension Service Review is for Extension educators—*in County, State and Federal Extension agencies—who work directly or indirectly to help people learn how to use the newest findings in agriculture and home economics research to bring about a more abundant life for themselves and their community.*

The Review offers the Extension worker, in his role of educational leader, professional guideposts, new routes, and tools for speedier, more successful endeavor. Through this exchange of methods, tried and found successful by Extension agents, the Review serves as a source of ideas and useful information on how to reach people and thus help them utilize more fully their own resources, to farm more efficiently, and to make the home and community a better place to live.

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EAR TO THE GROUND

What do various family members want and need from 4-H? To find the answers, we asked for articles from parents, leaders, businessmen, and 4-H alumni, as well as extension workers who have geared programs to meet these needs.

The opening article tells some of the many changes taking place in our society which necessitate a constant adjustment in programs. One of the primary wants of youth which it brings out is for real-life situations which will prepare them for adulthood.

Recognize the family on the cover? We adapted it from this year's 4-H poster, painted by William Griffith under the sponsorship of Coats & Clark, Inc.

Last month I promised to fill you in on some of the things I learned on my Missouri trip. I was particularly impressed with Farm and Home Development, or Balanced Farming as they call it, in Pettis and Bates counties. One farmer I visited summed up its value by saying, "I never had an opportunity to go to college. The things I've learned from Balanced Farming are worth as much to me as a college education."

Brief visits to Cass and Henry counties gave me a glimpse of program

projection. They've had long-term plans underway for some time and were in the process of revising them. The agents' role, as in other extension activities, is that of a catalyst to stimulate action by local people.

In three Rural Development pilot counties, they're holding vocational short courses, using the Balanced Farming approach, developing facilities to make the area more attractive to industry, and otherwise attacking problems spelled out by the local people.

Wherever I went, I noticed a definite relation between the rate of progress and how much the lay people are involved in planning and carrying out a program. In Balanced Farming, for example, the cooperating families select subjects for discussion at group meetings. And the families I visited were enthused about the things they had learned from these discussions with their neighbors about common problems.

Next month: Marketing includes all activities and services connected with moving goods from the producer to the consumer. The June issue will tell how extension contributes to marketing and where you, as an extension worker, fit in this broad process.

—EHR

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Taking a look ahead in 4-H are, left to right, W. E. Skelton, E. W. Aiton, and G. H. Huffman.

A Look Ahead in 4-H

WHAT challenges are facing extension workers, particularly youth leaders, in our rapidly changing world? How will they affect 4-H programming? These are among questions covered in this tape-recorded discussion by E. W. Aiton, Director, 4-H and YMW Division, Federal Extension Service; G. H. Huffman, Assistant Administrator, FES; and W. E. Skelton, State 4-H Agent, Virginia.

Mr. Aiton: Since this issue of the REVIEW is pitched to the question of what various family members want and need from 4-H, let's take a brief look first at the basic objectives of extension work. Would we be accurate to say that the fundamental objective is to help people to help themselves?

Mr. Huffman: I think that is a very precise statement. As educators our main job is the development of mental growth in people. This certainly encompasses an ability to make decisions as well as add new knowledge. I look at Club work as a complement and supplement to formal schooling in the mental growth of youth.

Mr. Skelton: In the present world situation, it is more necessary than ever for young people to have technical know-how in farming or any other career they might select. At the same time, we shouldn't let this

need for technical knowledge overshadow the development of the individual. Equally important is the change in the person's attitudes and beliefs—what he believes toward his fellow man, in his own community and the world community.

Mr. Huffman: It's the development of the whole man and his character. It seems to me that that's been one of Club work's major contributions to the life of young people.

Mr. Aiton: Yes, that's usually the thought that friends and supporters of 4-H emphasize in their remarks. I expect at the same time they recognize that the subject matter and technology aspects of 4-H are a means toward that end, though, don't you?

Mr. Huffman: It seems to me that around the country we're trying to sharpen this area of understanding. We're not thinking of Club work just in terms of the practices and techniques—as this is a good way to raise an animal or to make a dress—but we're thinking of the basic science behind the practices—why they are good practices.

Mr. Aiton: Going back to your initial lead, Jerry relative to growth, let's talk a little bit about this growth in terms of numbers of people available for and wanting services from

Extension. By 1960, compared to the 1950 census, we will have 13 percent more young people of 4-H Club age on our farms. At the same time, we'll have about a third more rural non-farm young people of 4-H age.

Mr. Huffman: Another thing is the rise in the educational level of all our people. For example, look at the precociousness or maybe it's sophistication or maybe it's just plain common intelligence that our youngsters have today. This also has an effect upon what kind of depth we go into in content.

Mr. Skelton: This certainly challenges extension workers to really be qualified themselves and to be current in programming. These young people are securing knowledge from all sources.

Mr. Huffman: They have many channels we didn't have just 10 years ago—such as television. The techniques and skills with which our schools are providing information are changing. In total, our youngsters are getting a broader education and that certainly has an impact on youth work.

Mr. Aiton: That leads us up to the question of how we are going about this business of re-examining our 4-H and extension programs. Can we use the youth development section of the Scope Report as a sort of launching platform?

Mr. Huffman: The Scope Report is an indication of the thinking that our Extension leaders have been doing in the very recent past. They have put together a current version of types of things that Extension should be concentrating its efforts on in the next 5 or 10 years.

The section on youth development has this very pertinent comment: "The extension youth program should provide learning opportunities and practical experience in real-life situations. These opportunities should be sufficiently challenging at advancing maturity levels so that youth are prepared for economic, social, and leadership responsibilities as adults." It seems to me that the key here is "challenging opportunities at advancing maturity levels."

Mr. Aiton: The basis for that statement goes back to some very funda-

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STEP BY STEP toward maturity

by ARLENE L. MARTIN,
Associate 4-H Club Agent,
Litchfield County, Conn.



CONNECTICUT now has a three-level 4-H Club program—4-H Members, from 9 to 13 years of age; 4-H Teens, from 13 to 15; and 4-H Seniors, from 15 to 21.

Does the lack of sharp age division between levels confuse you? They overlap because age only gives an indication of the boy or girl's stage of development. Although all young people follow the same general pattern of growth, each proceeds at a different rate of speed.

This revamping of the 4-H Club program didn't happen overnight, of course. It was a gradual process involving many people, many program areas, and many years of study. The final decision to gear 4-H Club work to the developmental needs of boys and girls was made in 1957.

Why We Did It

Many factors played a part in this decision. Foremost among these were the in-service training experiences of county and State staff members, especially courses in 4-H Club Work and Human Development.

The interest of subject matter specialists, especially the family life specialist, in working out programs for various developmental levels was a vital factor. Because of this interest, trial projects were planned specifically for developmental levels. A broadened concept of the 4-H Club project also helped, with projects in social as well as physical skills to meet the changing needs of members.

The program evaluation which grew out of a study of the use of county club agents' time pointed up needs. The rapid urbanization of Connecticut also made program evaluation a necessity in county after county.

Consideration of competition and its effects resulting in development of a group award system and progress in self evaluation techniques played a part in program evaluation. And a tendency toward clubs of one age group or sub-divisions of clubs by ages fitted into the picture.

The program levels developed from all these interrelated factors are based on studies of child development. In general the 4-H Members need to perfect physical skills. 4-H Teens are primarily interested in social skill development and using

their advanced physical skills in adult-like roles. 4-H Seniors are ready for perfection of social skills, career exploration, and adult responsibilities. The total program offers well-rounded experiences in physical and social skills at all levels, but each level emphasizes the most important needs at that time.

Democratic planning played an important role in this decision regarding program levels. Many project and activity committees of county club agents, extension specialists, State 4-H staff, and lay people have been improving various segments of the program for the past 12 years. Club members and volunteer leaders contributed in these trial periods. The success of new project outlines, records, and leaders' guides showed the value of a developmental level approach.

When enough evidence and interest was developed, the situation was discussed with county 4-H advisory committees. They were interested in this approach so the county club agent, State 4-H staff, and specialists decided to implement it.

Putting in Action

Many projects are already geared to this approach. Others are being revised and new projects are being written to meet changing needs of club members. A leader training program in understanding boys and girls has been gaining momentum for several years. This is contributing to implementation of the three-level program.

No sharp program change is expected. Instead, more and more challenging and exciting opportunities are being offered and members are responding enthusiastically. Plans for further training of volunteer leaders will emphasize the importance of developmental levels as the criteria in project selection.

The program not only provides a more satisfying experience for boys and girls but promises to keep members in Club work longer. More members will enjoy 4-H experiences under this plan as the program holds a variety of offerings for all age groups. A 4-H Club program which brings young people step by step toward maturity is also a logical introduction to adult extension programs.

A Parent Looks at 4-H

What 40 years with 4-H has meant to me, my parents, my children, and my community.

by MRS. FRED BULL, College Park, Md.



My husband and I were among the first 4-H Club members in Maryland back during World War I. One of the first things I learned was how to use a pressure cooker instead of a wash-boiler for canning. Our mothers were afraid of "those new fangled pressure cookers" but we demonstrated their use at fairs, schools, and community meetings until nearly everyone was using them.

I remember how proud I was the day I taught my mother how to darn socks and do mending on the sewing machine, as I had learned in my 4-H Club. She was an excellent dressmaker, yet it had never occurred to her to do her darning by machine. Not only did we learn newer and better methods of homemaking, we taught our mothers, friends, and neighbors.

When we reached the age when we could no longer belong to 4-H clubs, we insisted upon having clubs for adults. As a result the first home demonstration clubs were organized in Harford County.

I well remember our first county agent, a young fellow fresh from college, and how reluctant the farmers were to "have him tell us how to farm." He had to work with the boys first and through them he soon reached the dads. The first purebred livestock came into our county by way of the boys' 4-H clubs.

The records kept by 4-H boys proved many things to their dads and often changed and improved their whole farming operation. Fathers learned, for example, that keeping accurate farm records was an important part of good farm management.

It is impossible to tell all that 4-H meant to us in those days. By giving

demonstrations and serving as club officers, we learned to express ourselves, to give our opinions, to make our own decisions, to help younger or less experienced members, to speak before large audiences with poise and confidence—all important accomplishments.

We learned to assume responsibilities, to adjust to situations and to others, self-discipline, dependability, and the like. We acquired qualities of leadership which later proved to be of tremendous value. Our 4-H projects involved the whole family and family unity—planning, working, playing, praying together—is one of the most worthwhile advantages of extension programs.

Yes, there was competition, keen but wholesome competition, but we were taught to "win without boasting and lose without squealing." Good sportsmanship was more important than the prized blue ribbon.

Training for Citizenship

We not only learned skills "by doing," but we learned to be good citizens the same way—by helping others through community projects and by practicing the Golden Rule. Such experiences offered the best possible training for good citizenship.

It was my privilege to help purchase the first permanent 4-H camp in our State. I shall never forget the lovely vesper services at sundown, the craft classes, the recreation periods, the delightful campfires, and the "rest or meditation hour" with each girl in her own secret little nook in the pines.

We acquired a new appreciation of nature and the world around us as together we learned to identify every tree and flower and rock. When it

comes to social adjustment, leadership training, character building, physical fitness, or just pure fun, a 4-H camp can't be beat.

I feel that all these wholesome experiences of 4-H work determined most of our moral and spiritual values. I doubt that anyone who has not had the rich 4-H experience can even partially imagine its far-reaching and long-lasting meaningful influence in the lives of millions of boys and girls, their parents, and their offspring.

My husband and I, as well as our children, feel indebted to 4-H for our college educations. The profits from our projects and the prizes and scholarships that we won made it possible financially. The encouragement of our beloved extension leaders gave us the will and the desire, and the cooperation of our families and friends helped make it possible.

When we were in college, former 4-H'ers were leaders on the campus, just as they are today. They held high offices in campus organizations and were outstanding in sports and scholarship. A group of six former 4-H members organized the first non-denominational religious service on the University campus, the first Bible study class, and the first Sunday evening vesper service.

After college I worked for 3 years in the Philadelphia schools and soon became involved in youth organization work—Scouts, YWCA, Campfire Girls, FFA, and FHA. And my summer vacation each year was spent in 4-H camps or at Club Weeks in Maryland, West Virginia, Pennsylvania, Delaware, or Rhode Island.

Then I married the 4-H'er I had met years before at my first 4-H Club

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A Leader Looks at 4-H

by MRS. R. C. NEWTON,
Three Rivers, Mich.

THESE is no greater joy to a local 4-H Club leader than the observation of growth and development of a member. When standards of workmanship, conduct, ideals, and ambitions which have been stimulated during the 4-H period continue to be apparent in the young adult, the leader forgets any earlier frustrations and disappointments.

The leader-member association is especially important. The leader who contributes is one who has a genuine interest in the member. He is the leader who likes and respects the member and for whom the member has an equal liking and respect.

In the early years of club work, pleasing the leader is especially important. A little girl who has finished an apron to the best of her ability, who shows it with pride and wears it with joy, even though some of the seams may be irregular by adult standards, will come back next project period eager to continue to develop her skills.

Recognize Capabilities

As leaders, we need to keep in mind the ability of each child. It is our responsibility to help this child develop at the speed at which he is capable. We must guard against becoming so engrossed in obtaining blue ribbon exhibits that we neglect to observe that some of our members are not ready to prepare ribbon-winning exhibits.

The adult leader needs to consider the home background of each member. If the home standards are high, parent cooperation usually is no problem. Sometimes in the average home, and often in the marginal area, progress is slow. An indifferent parent may become an enthusiastic co-operator after his child has done commendable work, or has received some recognition.

The alert leader watches for areas in which each child can excel so that he can feel important to the group.



Committee work, greeting guests as they arrive, removing refreshment plates, distributing supplies, or arranging chairs seem to help with younger members.

As the member develops confidence and ability, possibilities for tasks which bring satisfaction and recognition are endless. They include a club office or committee chairmanship, speaking before the group or at community and area meetings, helping to plan and present programs, acting as host, preparing 4-H publicity, taking part in safety or community service programs, supervising recreation, planning achievement programs or window displays, and helping to plan and present training programs for other members.

Aid in Growth

As the member advances in project skills, the leader should watch for opportunities to suggest special activity work. The responsibility of the leader is to see that each member enters some activities which fit his aptitudes and which will help him to develop.

Parent understanding and cooperation are necessary to good activity participation as well as to good proj-

ect work. If a cordial leader-member relationship had been built in the early years, it has a good chance of survival through the trying early teens. The member at this stage desperately wants approval, although he is reluctant to admit this need. He wants to excel but is afraid of criticism if he makes an error or appears different from the group.

Achievement programs near the end of each project period, at which parents and friends are guests, are helpful in building parent interest in the work of the club and in developing parent cooperation. Parents who start attending special meetings and achievement programs when their children are beginning 4-H are likely to continue this interest as the child advances.

Developing Leaders

As the leader-member relationship grows, junior leadership is a natural development. By this time, the member has his major project sequences underway, has developed a taste for activity and contest participation, and is anxious to help younger members as he has been helped. As in beginning project work, the leader must give the junior leader responsibility only as he is able to take it; at the same time seeing that he is given every opportunity to use his own ideas and to take over leadership in the areas in which he is most skillful.

The junior leader who is trained well, and in whom ideals and standards have been instilled through the years, can be an invaluable aid to the local leader, as well as an inspiration and help to the younger members. At the same time he is developing into a young person of poise, tact, skill, and ambition.

The leader-member relation can be most rewarding when continued after the 4-H years have terminated. Letters and other communications we receive often indicate that the standards instilled through the 4-H Club are of help in building a home or a career. The influence of the good leader carries through many years of life, either as associations are remembered, or through the realization by the member that here is an understanding person with whom he is free to talk over his problems objectively.

A Businessman Looks at

by JAMES M. PATTERSON,
Director, Public Relations, American Oil Co.



WHEN a business like ours grows and prospers as it has for the past half-century, our customers, employees, stockholders, and the general public all benefit from our success. If we can help today's rural young people become better, more prosperous farmers tomorrow, our business stands to benefit even more.

Being a success presents one of the greatest challenges that businessmen and industrial leaders must meet in our competitive economy.

A successful farmer will remain successful only as long as he applies the sound business principles essential to good farming. He must practice soil conservation, crop rotation, and in other ways plan for the future. A businessman must also seek new production processes, product improvements, expanding markets, and earn and set aside reserves for the future.

Developing People

However, scientific and technological advancements are fruitless without the continued growth and development of people. Leadership, character development, individual responsibility, initiative, high moral standards, and the other desirable character traits that are so obvious in 4-H trained young people are the factors that cause businessmen to continue their support of the 4-H program. Business dollars invested in engineering and research must be backed up with more dollars invested in human development.

Just as the farmer cannot continually take from the soil without re-

turning basic elements to the soil, business cannot consider itself a "horn of plenty" with a never ending source of money, raw material, and manpower. We must continue to look to the future, if we are to survive in a free, competitive economy.

Meeting the Challenge

To meet the challenge of being successful in any endeavor—sports, farming, business management, or whatever your goal might be—I am convinced that we must rely on the axioms that are vital parts of the very foundation of 4-H work, "learn by doing" and "to make the best better!"

To attain greater individual achievement in any phase of 4-H Club work, the challenge of success for each succeeding group is to not only match what has been done before—but better it. This places increased responsibility on the 4-H members, their parents, extension personnel, volunteer leaders, business people who support these fine programs, and everyone else who has a stake in our future. But the increased responsibility pays off in more capable and useful citizens.

4-H dignifies work. A youth program that encourages honest effort, and proves the rewards of honest effort, is one of our country's greatest hopes for the future.

I have been privileged to be in direct contact with Club work for many years. With a great deal of personal pride and pleasure, I observed the young 4-H members of the 1930's and '40's become the adult

community leader of the '50's. It is my sincere belief that the challenge of this success will produce even more outstanding citizens in the future from today's 4-H boys and girls.

Leaders in the various 4-H programs today are charged with the great responsibility of guiding these young people who pledge their Heads, Hearts, Hands, and Health "for my Club, my Community, and my Country." No one can make a greater or more important personal pledge to our future security than that pledge repeated many, many times by every 4-H boy and girl. Leadership is essential to the fulfillment of that pledge, and my company is proud to be among the first donors to 4-H programs that place primary emphasis on leadership training.

Key to Support

The 4-H way is the American way. Being a member or a leader is purely voluntary.

Faith in our free American way of life is the key to continued support of 4-H by businessmen.

Faith in the young Americans who make the 4-H pledge—Faith in the thousands of leaders who voluntarily devote so much time and effort to 4-H—Faith in the high-caliber professional extension people who supervise 4-H programs—Faith in the parents who give their support to 4-H—and Faith in the ultimate goals of the 4-H program. Faith, which each member of the "4-H family" must have in each of the others, will guarantee that we can meet the worldwide challenge to our free, voluntary American way.



Achieving family goals

by PAUL D. SANDERS,
Editor, The Southern Planter

WHAT do members of the rural family want and need from 4-H? They want information and inspiration; an opportunity to learn modern agriculture and homemaking in a wholesome, happy atmosphere; a chance to demonstrate the joys of better living on the land through bigger farm incomes.

Farming has shifted in recent years from a rustic way of life to a highly technical business, requiring great skill in production and marketing. The capital and credit requirements are fantastic. Money management is frequently the key to success. A working knowledge of machinery and electrical appliances is essential.

Club boys want practical ideas from their projects that will enable them to grow better pigs, poultry, and calves. They want new ways to lower the labor load in farming and put money in their pockets. Girls want easier and quicker ways of doing the ordinary homemaking chores—cooking, canning, freezing, and dressmaking. Parents want their children engaged in constructive effort and cultural endeavors. They have confidence in 4-H to achieve these goals.

If I were asked today to name the one thing outside my family training that has contributed most to my modest success in life, I would unhesitatingly point to my 4-H Club experience. Club work gave me my first taste of scientific agriculture and a greater appreciation of the social values in rural life.

The money I earned from my 4-H projects enabled me to enter agricultural college. And because of the better farm practices my father learned from our county agent and through my club projects, he became a more successful farmer—better able to help defray the cost of my college education and place me in position to render a service to my beloved Southland.

We have the word in Holy Writ, "Your young men shall see visions and your old men shall dream

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4-H - Investment in Tomorrow

Say These 4-H Alumni

Introducing happy lives

by DANA L. FARNSWORTH,
*Director, University Health Services,
Harvard University*

HAPPINESS is to be dissolved into something complete and great, says Willa Cather, in her novel *My Antonia*. Those who try to achieve happiness by having fun all the time usually end up miserable and unhappy. Those who think in terms of achieving a balance between their own needs and the welfare of others may have many moments of disappointment, fatigue, and frustration, but a backward glance over lives so lived gives a warm glow of satisfaction.

4-H clubs have become an introduction to the latter way of life for millions of people. Many have had their lives significantly changed by the new avenues of awareness and opportunities opened to them by their experiences in Club work.

Every age has its problems—seemingly more serious than those of previous ages. Ours is no exception. But our problems are different from those of the past. They differ because they are our own and we are the ones who must do something about them.

Our most serious problem today is the lack of a sense of values. Millions of people are almost frantically

searching for something which they cannot define, yet which they think may come if only they can surround themselves with enough material things. Advances in science, technology, medicine, and public health have notably increased our standards of living and our life expectancy, but these benefits are unevenly scattered among the earth's peoples. In the struggle for improvement, the old methods of settling rivalries and disputes are no longer suitable and can readily bring about mutual destruction through suicidal war.

What does this have to do with 4-H clubs? Simply that the ideals and practices of the 4-H way of life are among the most hopeful that can be seen in our society.

The boy or girl who joins a 4-H club learns that each person is different and his views must be respected. He soon acquires the point of view that human life is sacred and calls for a reverent attitude, even in the face of behavior that is regrettable. He learns that caring for animals, culturing plants, and creating useful or beautiful things from the products of the soil bring a kind of satisfaction that can only be called happiness.

He observes that those who respect and care for their own bodies have greater opportunities for serving others than those who are careless. He soon finds that he is helpless if he tries to rely solely on his own

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VALUES IN 4-H

by LILLIAN T. WADE,
Negro Home Demonstration Agent,
Prince Georges County, Md.

WHAT are the values in 4-H? I can answer that question best by evaluating my own experiences in this great youth organization.

Looking back over my seven years in the Bryantown 4-H Club in Charles County, Md., I have many happy memories. And these years were well rewarded because of the many meaningful experiences that could have come only through participation in 4-H.

4-H helped me to love, appreciate, and understand my family, my home, and my environment. Most important of all, it helped me to understand and to develop myself.

Some of the experiences contributing to this personal development were serving as club president, working on committees, giving demonstrations at club, county, and State meetings, and exhibiting project work at the county fair. Later, service as a junior leader gave the opportunity of helping to train other club members. In all these activities, my parents always encouraged me and provided every needed assistance.

In evaluating my 4-H experiences, I have classified them as little, big, and very big achievements. The little achievements are those that only I know about, the big ones are those that just my family and close friends know about, and the very big achievements are those known throughout my community, county, and State. It is important to appreciate the little achievements for these lead to the very big ones.

During each of my seven years in 4-H, I experienced all three types of achievements. I remember how excited I was the day my adult leader asked me to present a demonstration on canning at the County Home-

makers Club Day. More than 100 homemakers saw the demonstration and, since it was a success, this was a big achievement. The following year I gave the same demonstration during State Club Week and won the gold cup for my county. Another big achievement!

In 1953 I was selected as one of the Maryland delegates to the Regional 4-H Club Camp in Frankfort, Ky. At State 4-H Club Week later that year, I gave a report of my 4-H achievements and the trip to Regional Camp. The Dean of Home Economics at Maryland State College heard my report and offered me a 4-year scholarship. This was a dream come true and another big achievement.



The author, center, demonstrated canning fish as part of food preservation project. She won State prize and gold cup for her county with this demonstration in 1952.

In college I held several offices in campus organizations, received the Better Living Award, and graduated with honors in June 1957. When I received my B.S. degree in home economics education, I had realized the greatest of all my dreams.

The biggest achievement of all was yet to come, however. Seven days after graduation, I was appointed Negro Home Demonstration Agent in Prince Georges County, Md. Now I am in a position to help others as I was helped and am endeavoring to fill this position with a sincere dedication to my profession and to 4-H Club work.

I shall never forget what 4-H has meant to me, my family, and my community. And I know that every 4-H achievement, no matter how small, can have a great influence in charting a wholesome way of life.

HAPPY LIVES (Continued from page 96)

efforts, and therefore learns that he must cooperate with his fellows. As his experience widens he becomes more aware that there is a power higher than himself which he calls God, and just as men differ, so may their ideas differ as to how they shall worship him.

He knows that he can never accomplish all his goals but only strive toward their achievement. He realizes that he who bears the burdens of others becomes stronger for having done so.

Those who work with boys and girls who are seriously disturbed by emotional conflicts are becoming convinced that the future of our country depends in large part on whether or not family life can be maintained as a strong and vital source of security for children. Almost without exception, the boys and girls who have serious emotional disturbances have home conditions marked by serious deficiencies, such as lack of love and affection, no consistent discipline, or poor models of identification.

Behavior problems of all kinds can be lessened in severity if parents, teachers, ministers, and civil authorities unite in promoting those conditions in the community that give meaning and purpose to family life. This is just what 4-H Club work does most effectively. But solving problems is not the business of 4-H workers. Instead it is the development of goals, little ones at first in terms of completed projects, larger ones later, expressed in terms of lives of accomplishment and meaning.

The men and women who follow the ideals learned in the 4-H work of their youth may yet turn out to be the greatest single source of strength and good judgment our nation possesses. Of all the satisfactions of life, none is greater than that which comes from the realization that one has done his best in the face of all the opportunities and frustrations that life has to offer. For such a person happiness will come not only from the feeling of being part of something much greater and more complete than oneself, but, as Willa Cather also said, "when it comes to one, it comes as naturally as sleep."

BUILDING 4-H

by CHARLES Y. HOYT,
State 4-H Club Leader, Kansas

In these challenging times more than ever before, we need to give youth greater opportunity through 4-H Club work. One way to meet individual wants and needs is by members, leaders, and parents planning a long-range project program.

This program had its inception in Kansas when a county club agent met with a 4-H family having a daughter and two sons. The agent and the family planned long-range project programs for each member. The same procedure was used later with another 4-H Club family. Those experiences in this county led other extension agents and leaders to plan with families.

Trained Leaders

In the fall of 1954-55, a detailed plan giving the objective and telling how to plan, develop, and mold the program was distributed to every county in the State. Special assistance was given to agents in 23 counties so they could train and assist leaders in working with parents and members for the development of such programs.

The 4-H Club family sits down with club leaders and extension agents to discuss fully the interests of the individual, how these fit into the farm and home situation, facilities for program development, and how special activities and hobbies can supplement the program. By doing long-range planning, the member and parents know in advance what projects and activities will be carried. Thus a sense of ownership, security, and accomplishment is developed.

The individual who develops a flock of ewes or herd of registered cows—acquires items of furniture or clothes—gains experience in music,

CAREERS for tomorrow's citizens

recreation, or speaking—can have a glowing pride of satisfaction for years to come. The parents know that in 3 or 5 years, 10 or 15 acres will be needed for crops projects, the back 40 which needs terracing will be done by junior in his conservation project, the registered bull calf from junior's breeding heifer could be the sire for the herd of grade cows. Mother and daughter can look forward to the repairing and reconditioning of furniture, planning and decorating the home, and wise planning and development of a happy, wholesome family through good nutrition.

In developing a 4-H Club career plan, emphasis is placed on one or two major projects to be carried through the whole program, and two or three minor projects to be added or dropped as they fit into the plan. Consideration is given to several activities as members are shown how these supplement the project program.

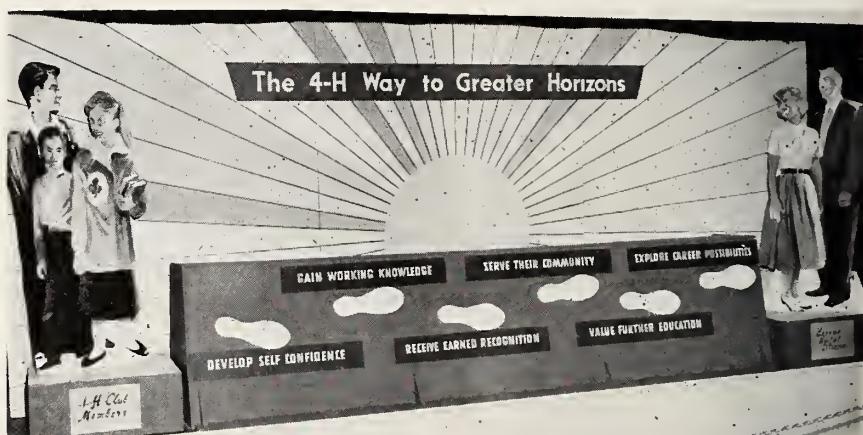
Yearly evaluation is made and the program changed according to in-

terests and needs of the individual. Our goal has been to increase the project and activity program so that in his 6th or 8th year of Club work, each member will be carrying a fully developed program. Beyond those years, emphasis is placed on leadership. A decrease in the project program may need to be considered due to additional school and other outside interests.

By long-time planning, the parents will understand more fully the importance of their support—both financial and moral. They will know in advance the financial assistance and the space needed for crops, livestock, and articles to be made or repaired, as well as the scope of the activity program. With such understanding, the club member will gain a new sense of security and responsibility, for he knows that dad and mom will back him in improving and developing his interests.

Dynamic Potential

By molding a long-time plan, a family unit will be developed—united for practical experience, education, business, and opportunities unlimited. Such a program provides a dynamic potentiality of development with each family. Planned long-range project programs that fit the needs and interests of the individual, the farm and home, and even the community, help pave the way for the boy and girl to slide smoothly from youth training days to manager and owner, to teacher, leader, and friend.



New York State Fair exhibit last year showed how 4-H members go step-by-step to become useful citizens.

a package for all ages

by ROBERT S. CLOUGH, State 4-H Leader, Missouri

THE Missouri 4-H Club of today is basically a one-package deal. The package contains a wide range of individual and group interests and challenges each member's active participation.

In the early days, we started with a single interest in 4-H. We had pig clubs, clothing clubs, and corn clubs. Youngsters interested in a certain project joined that group and completed the project. Then the club folded until another one was formed, perhaps the next year. Frequently, there were several clubs in one community.

This hit-and-miss proposition certainly wasn't the answer to the developmental needs of youngsters. We felt then, and still feel, that clubs with continuous organization are the answer.

Twenty years ago, we tackled the problem of continuous organization by introducing the community club.



Older Missouri 4-H'ers find the junior leadership project challenges their leadership abilities and provides opportunities for further development.

This brought all interested youngsters in a community together in one organization, which offered a choice of projects and activities. Since that time, Missouri 4-H clubs have been moving forward with year-round programs that allow group as well as individual achievements.

Today's community club in Missouri has two outstanding features which we believe adapt it to the needs and interests of its members. Its year-round program provides plenty of opportunities for each member to take an active part. And its flexible organization can be fitted to any situation—rural, suburban, or urban.

Our community clubs have planned meeting programs made out a year in advance. These planned programs include health, recreation and an activity, emphasizing group achievement and plenty of member participation. And separate project meet-

ings pinpoint practical work with projects, stressing individual achievement.

We believe the project is the hard core of 4-H. Actual work of growing, husbanding, constructing, conserving, demonstrating, judging, and exhibiting is an important part of Club work. So, the other half of our community club program is the project group. Project meetings are held largely in the barnlot, shop, kitchen or sewing room. Here is where approved practices are emphasized, techniques taught, and elementary judging and demonstrating are done.

The package is wrapped up at the club's annual meeting. The newly elected president appoints program, health, and activity committees. Others, such as recreation, membership, and financial, may be appointed.

Regular club meetings are under the guidance of the community leader. As a group, members determine what they are going to do in health, recreation, and activities. Through committee work, meeting discussions, and assignments, each member has a responsibility for seeing that goals are reached. Group action provides members with experiences in getting along with others, leadership, self expression, and other experiences youngsters need in grooming themselves for responsible citizenship.

The junior chairman of each project group reports the group's progress at regular meetings. And each group elects members to give demonstrations and illustrated talks for regu-



Project meetings, supervised by adult leaders, are workshops that stress achievement by individual members.

(Continued on page 103)

CAN WE HELP IN CAREER EXPLORATION?

by DALE APEL,
Editor, Kansas 4-H Journal

A new challenge for 4-H lies in career exploration.

As Sedgewick County (Kans.) Club Agent Thurman Wren puts it, "We can't put them all back on the farm. If we can help them select something else, we are certainly doing them a service."

And Wren is right. Due to the decreasing number of farms there are now 168 young farm men to replace every 100 farmers who die or reach retirement age.

In spite of this surplus of young farm men, a smaller percentage of farm children go to college or take advanced training than any other group. Educators say one reason more farm children don't take advanced training is that their home and community environment does not encourage them to do so. And vocational guidance facilities in most rural high schools are just not as good as those in city schools.

The 4-H clubs reach most rural boys and girls. What is more natural than that they should take the lead in furnishing help and guidance in choosing a life's work?

Many farm boys and girls look to the city and see the high paying jobs in factories or in offices. And for some these jobs are well suited.

But too many are not aware of the 30,000 different jobs in the U. S. today. Nor are they aware of how well they might fit into these jobs. Too few appreciate that jobs for college graduates generally offer more of a future and more stability than those that require only a high school education.

Historically Club work has been a force in choice of careers by 4-H members.

A local publisher's visit to a 4-H club meeting had an impact on the vocational choice of Owen Redmond, former Sedgewick County 4-H'er. He told the group "they could be anything they wanted to be," and advised Owen, who was interested in politics, that the law profession provided a good entry into this field. Now Redmond is an attorney and is active in county politics.

Joyce Holdsworth, a former national winner in 4-H recreation and rural arts, is a music teacher in the Abilene schools. Did her 4-H experience help in selecting a career outside the fields of home economics and agriculture?

Yes, says Joyce. She started as a song leader for the county 4-H council and led singing at businessmen's picnics, camps, and achievement banquets. As a climax, she led singing at the 1953 National 4-H Club Congress.

Generally, however, career exploration has been quite incidental to the 4-H program. Too often the thought has prevailed that all of the boys should be farmers and the girls should be home economists.

Kansas 4-H Clubs have made a small start on putting additional emphasis on vocational information. Last year's State 4-H Round-up featured seminars and discussion on various vocational fields with personnel from all schools at Kansas State College.

The 1957 State 4-H junior leadership camp set aside one day for discussion of careers. Personnel from the KSC counseling bureau, the local employment office, persons employed in industry, and those working in agriculture and home economics served as resource persons.

Sedgewick County 4-H clubs have gone one step further—25 members have signed up to participate in a series of meetings devoted specifically to career exploration. And Agent

Wren says it may involve the entire junior leadership club next year.

At their first meeting members were asked to list: "jobs and other activities that have interested me most, what my parents say my interests are, what others say my interests are, and vocational fields I would like to study further." They were also given an opportunity to order from a wide variety of literature.

Club members then arranged to take aptitude tests at the local Kansas State Employment Service office. Next a personal interview was held with an Employment Service counselor.

Following this testing and counseling, the group developed individual questionnaires to be used in interviewing people in the vocation they chose to study. Club members are encouraged to make individual contacts for interviews although help is available from the county extension office if requested.

A summarization meeting follows the interviews. 4-H'ers present both written and oral reports, with the written reports filed in the county extension office. An additional meeting on "How to Get a Job" is in the planning stage.

"The big thing in this program is what they do themselves," Wren says. "We help them develop an interest, perhaps make tests and literature available, and then it's up to them. We hope they'll take off where our program ends."



Joyce Holdsworth, Abilene, Kans., music teacher, says, "4-H and the church were my first contacts with song leading and playing for groups."

A Priceless Heritage



by MERRITT D. HILL, Gen. Mgr.,
Tractor and Implement Division,
Ford Motor Company,
and Chairman, Farm Youth Com-
mittee, National Sales Executives

A balance sheet which lists assets of property, plants, equipment, and inventories does not reflect the most precious asset of any business organization—its manpower resources

The businesses, industries, and professions which serve agriculture today—the feed manufacturers, farm equipment dealers and manufacturers, fertilizer firms, petroleum producers and distributors, and many others who are a part of agri-business—have a specialized problem in the

area of manpower. Many of the jobs they need to fill require manpower with a farm background and farm training.

On the other side of the coin, we have the problem that is causing great concern among the men and women who counsel our farm young people as they prepare for careers. They recognize that all these youth will not have an opportunity to engage in active farming. But they are distressed by the fact that too often farm young people ignore their great heritage—their farm training and background. Without giving thought to ways of putting this asset to work, they go into occupations which make little or no use of it.

Some time ago a group of businessmen and industrialists became concerned over this two-pronged problem. This concern led to the forming of the Farm Youth Committee of the National Sales Executives, a nationwide organization of sales executives.

Today this committee is generating an educational program to help these farm young people to recognize their opportunities to serve agriculture, and themselves, in a career of agricultural selling. It is recognized, of course, that this is only a partial solution of the total problem. There are many agriculturally related career opportunities where a farm background is an important asset.

Agricultural selling is not built on glib, fast-talking, hit-and-run techniques. The salesman is a counselor and adviser who is trained and equipped to help the farmer in a particular phase of his operation. Obviously the salesman who can best serve the farmer is the one who thoroughly understands the farmer's problems from first-hand experience.

The NSE Farm Youth Program is being built on information obtained in surveys and in exploratory meetings. Its purpose is to serve farm youth by making them aware of agricultural selling career opportunities. And, of course, the business and industrial organizations banding together to acquaint farm youth with their opportunities in this field recognize that such steps are necessary if these organizations are to remain in a position to serve agriculture.

Out of the exploratory meetings which the committee has held has come another measurable "plus" that

businessmen associate with farm-trained manpower. That "plus" is a composite of characteristics which seem to be brought out in farm youth to a much greater degree than in the city-trained youth.

One of the most important is the sense of responsibility to produce. Farm boys and girls have been reared to want to see results from their efforts. It is not enough to engage in an activity—they want to see that their activity has borne results. The 4-H Club program certainly has fostered this fine characteristic.

Then there is something about working with the good earth and with living things that inculcates in farm youth an appreciation for the miracle of life which leads to a deeper understanding of human values. And there is a great need in modern business—indeed in all of the experiences of life—for insight into human relationships.

Independence of action and initiative are other characteristics that appear to be developed more fully in farm youth. Their farm training teaches them to recognize a task and to take steps to get it handled without waiting for some one to give orders. Such initiative is a tremendous asset in modern business, and especially in a field which consists almost entirely of independent action as does agricultural selling.

These are by no means all of the desirable characteristics which life on a farm brings out in young people, but they are the ones which lift the farm-trained youth above the youth who has not had the advantages of such training. And all of us who are interested in farm youth will be doing our young friends a distinct disservice if we fail to point out to them that these characteristics are a marketable personal asset.

The NSE Farm Youth Program still is in the formative stages. The educational tools needed for the program are being created and financial support is being sought from business and industry serving agriculture.

The stakes are high. We are dealing with the most precious ingredient of our economic structure. And we are attempting to contribute to a common goal of guiding these resources of manpower into channels where they can serve both themselves and agriculture most effectively.

PARENTS PROPEL PROGRAMS

by HOWARD F. KING,
4-H Club Agent,
and MARGARET L. POTTER,
Associate 4-H Club Agent,
Northern Rhode Island

MOST people know that Rhode Island is the smallest state in the union. Many know it is the most densely populated, with 749.2 persons per square mile. But few people realize that in the western part of the State there are several rural towns.

Among these is Scituate, 20 miles from the capital city of Providence. In the 1950 census, Scituate had a population of only 3905 persons and a land area of 55 square miles, or about 70 people per square mile. There are 18 active 4-H clubs in the villages of the township.

One of these villages, Poterville, has a unique organization overseeing its four 4-H clubs. This is the Poterville 4-H Parents Association—a group of parents furthering the work of 4-H in the community. The association resulted from the work of a senior 4-H member, Jerry Yeaw.

Four years ago at the age of 17, Jerry organized a 4-H club for younger boys. Running into such difficulties as lack of parental interest, transportation problems, and getting materials for project work, Jerry believed many of his problems would disappear if he could get the parents more interested. So he invited all parents of children of 4-H age to a meeting in the community house.

From this meeting the Poterville Parents Association was born. Officers were elected and by-laws and a constitution drawn up. Meetings are held quarterly, with a pot-luck supper followed by a speaker or an educational movie.

At each meeting any current problems are resolved and the 4-H program for the next three months projected. If one of the clubs needs material such as lumber for a woodworking project, a request is made to the association treasurer.

One of the more important functions of the parents group is fundraising by public whist parties, suppers, and dances. Each year enough money is raised to send the 4-H members to State camp.

The association also coordinates activities of the four 4-H clubs in community projects such as polio, heart, and other fund drives. Last year an emergency arose in the village when a volunteer fireman was badly hurt. A community effort was put forth, under the leadership of the parents' group, and more than \$1000 was raised for his family. The 4-H members did everything from picking and selling blueberries to sponsoring a spaghetti supper at which over 400 persons were served. This was quite an undertaking for a community with only 200 population.

The Poterville Parents Association is the type of organization that helps to keep parents interested in the 4-H program. It strengthens the program by keeping members in 4-H longer and by letting volunteer leaders know that their efforts are appreciated.

Yes, there is a rural Rhode Island. And everywhere there are rural people the cooperative spirit prevails. Such is the power that propels the Poterville 4-H Parents Association.

PARENT LOOKS AT 4-H

(Continued from page 93)

Week at College Park and had known better during our college years.

Both Fred and I became local leaders long before our own children were old enough to belong. We organized the first club in the community, saw it grow and divide again and again over the years until today there are some 8 or 10 clubs which grew from it.

Being 4-H local leaders has been one of our most satisfying and most rewarding experiences. It required hard work, long hours, great patience, and some inconvenience and expense, but it was great fun and so worth-

while. As our State leader says, there can be no "hardening of the attitudes" when you work with youth. It is guaranteed to "put glitter in your golden years."

I am sure our children would say that 4-H was one of the finest experiences in their lives. Our son, I feel certain, would never have served as class president and student government president in high school, and later as student government president in college, if he had not received his excellent 4-H Club training in leadership. Our daughter would never have won top honors as a champion demonstrator, nor for showmanship in the cattle judging ring, nor held such responsible positions in school and since, were it not for the same fine 4-H experience and training.

Active Family

This wonderful experience is the reason our whole family has been so active in civic, church, fraternal, farm, and other organizations. Whatever honors, positions, or recognition that have come to us have truly been due in large measure to our long association with extension and its leaders.

Now I am looking forward to the day when our grandchildren will become 4-H members. Meanwhile, I am still in close contact with extension work, although I am no longer a local leader. I am responsible for the women's and girls' exhibits and demonstrations at Maryland State Fair and employ more than a dozen older 4-H'ers there each year. This gives me an opportunity to look at the whole program from still another viewpoint, and everything I see is good.

I think the 20 million or more 4-H alumni in this country would agree with me that "4-H is the largest and greatest out-of-school education system in the world today." And that it is also one of the very best character-building agencies in the country.

Without any exaggeration, I can truthfully say that 4-H Club work has meant everything to me and my family and my community for more than 40 years. And I am sure our experience is not an exception but the general rule.

Leaders Can Get Lost, Too

by T. L. WALTON, State 4-H Club Leader, Georgia

WHEN the leader gets lost, who finds him and brings him back home? A ridiculous question, you say, but what can be more ridiculous than a lost leader? And just as a cause may be lost for the want of a leader, a leader may be lost for the want of a sure line of communication between himself and his group.

If a leader is to truly lead instead of wander aimlessly somewhere up ahead, he must maintain close contact with his followers at all times. For this close contact, county agents and State 4-H Club leaders in Georgia rely upon youths, chosen by 4-H'ers, who compose county, district and State 4-H Club councils.

Council members serve as a communicative link and liaison corps bridging the gap between what 4-H Club boys and girls want and need and what adult leaders think they should have. Like transformers in an electrical system, they step up or step down the "current" as the situation requires and keep the idea stream flowing both ways. The councils serve as synthetizing agents, so to speak, and more important, like catalysts, they stimulate quick action toward a desired end.

These organized groups serve as a common meeting place where adult and youth differences in outlook and aims can be received and reconciled. Ideas of youths and adults can be evaluated from both points of view and the best of each homogenized into a mutually accepted program of action. The energy and enthusiasm furnished by the youth, combined with the experience and judgment of the adults, furnish four ingredients necessary for successful program planning and subsequent action.

The council system gives youth, through their own representatives, a real and vital part in planning programs designed to meet their own needs. Youths become involved in each phase of a program from its inception, youths know they are involved, and consequently, youths stay involved with enthusiastic participation until their goal has been reached.

Then new goals and new plans of action must be decided upon as this is a continuing process.

Adults benefit from the opportunity provided to meet regularly with youths. The small size of the council enables adults and youths to quickly establish the rapport necessary to mutual understanding and respect. It encourages the intimate type of relationship that inspires sharing of innermost hopes, ambitions, and fears.

Adult and youth council members soon become friends working together to spread the fellowship they enjoy to ever enlarging circles of friends. This is the most vital need of the men and women who would lead youth. Any adult who wishes to succeed as a leader of youth must first succeed as a friend of youth.

Organization of the Georgia 4-H Club councils is simple and basic. County councils are composed of officers and leaders of all local clubs. District councils are made up of six officers and two adult volunteer leaders elected annually at district project achievement meetings. Six elected officers and two leaders comprise the State council.

County councils meet periodically, usually once a month, to establish goals and to formulate and implement programs. The council acts as the official agency to solicit 4-H support from business and civic organizations on the county or community level. Youth, through the personalities and achievements of their own representatives, can claim the business and civic support needed much more effectively than any adult leader. Businessmen find personal contact with these young people inspiring and gladly join 4-H'ers in their programs of service.

Parents, too, often express their appreciation for the graduate training in citizenship and leadership provided their child by service on a 4-H Club council. Many parents express their appreciation by serving as volunteer 4-H leaders themselves.

What do these county, district, and State councils actually do? Their ac-

tivities in Georgia are many and varied—as comprehensive as the total 4-H program. The councils give youth a place alongside of and equal in prestige to adults—a place every youth deserves to attain. They give adults a place alongside of and equal to youth in opportunity—a place every adult longs for again.

Which are you? The youth leader who is lost and wandering aimlessly? Or the leader who keeps in close contact with his group, knowing their innermost hopes, ambitions, and fears, and helping them to develop a program designed to meet their needs and interests.

PACKAGE FOR ALL AGES *(Continued from page 99)*

lar meeting programs through the club year.

To us, there is a big difference in merely including and in actually achieving. Perhaps all a new and inexperienced club can do is include many of these items in its program. Then, as the members become more experienced, the framework of their program holds challenges for both group and individual achievement.

We attach a bit of blue ribbon to achievement seals for clubs that reach standards considerably higher than the regular standards for a gold seal. Briefly, standards for the blue ribbon seal call for a continuous organization, planned programs for regular meetings made out a year in advance, project meetings separate from regular club meetings, above 85 percent completion of quality project work, high member attendance, and better than average health and recreation activities.

Last year 649 of our 1790 clubs met this standard. This is 36 percent of the clubs and 38 percent of the membership of the State. The average continuous operation of these clubs is 9.2 years. The average number of regular monthly meetings was 11.9 and the completion figure was 97.3 percent.

We know all rural youngsters can't stay on the farm. And we think the community club is the kind of youth organization that has the potentials for experience that will contribute to basic needs of young people wherever they may go or whatever they may do.

There's Nothing As Big As An Idea

by EVERETT E. BIERMAN,
Information Officer,
National 4-H Club Foundation

HAVE you ever wanted a recipe for action? Here's one that's been tested and proved: Take a group of 4-H'ers who have a good idea, who have learned to do by doing, who haven't yet learned all the reasons why it can't be done; counsel with them, encourage them, and give them leadership.

This recipe was proved in the establishment of the International Farm Youth Exchange. This year IFYE celebrates its 10th anniversary as a program conducted by the Cooperative Extension Service and the National 4-H Club Foundation to promote understanding and friendship.

It was young people themselves who wanted to do something to help create the conditions for peace, according to Dr. E. W. Aiton, Director of 4-H Club and YMW Programs, who is often called the "father" of IFYE. As he puts it, IFYE was their *doing* expression.

"In the beginning this whole idea was so nebulous it looked like a needle in a haystack," Aiton recalls. "Yet a cake of yeast is but a drop in the ocean too, and look what it does to a batch of bread."

Four New York 4-H'ers and Albert Hoefer, their State 4-H Club Leader, helped to give form and substance to the cake of yeast which is IFYE. In the spring of 1947 they drove to Washington, D. C. to explore with officials of the Federal Extension Serv-



Idaho 4-H'ers who have strengthened world friendships through their visits to other lands under the IFYE program. The young people, from left to right, visited Brazil, Pakistan, Nepal, Sweden, Austria, Pakistan, and Austria.

ice the idea of an exchange of rural youth between the United States and other countries. It had grown out of their discussions about the problem of peace and of guidepost No. 10 of the postwar 4-H program, "Serving as Citizens in Maintaining World Peace."

The young people—Donald Sullivan, Ann Dickinson Murray, Germain Marion, and Bernard Stanton—were given counsel, encouragement, and leadership by Extension officials.

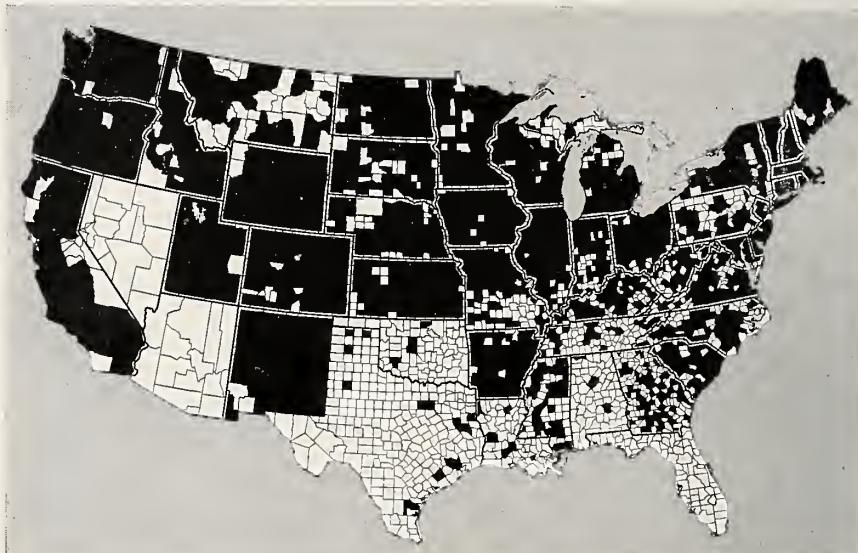
Among those who carefully studied this "needle in a haystack" proposal

and helped develop plans for the exchange were: Dr. C. B. Smith, Miss Grace Frysinger, R. I. Thackrey, Donald Sullivan, (Mrs.) Ann Lee Tifton (Pararas), Walter Conway, M. L. Wilson, and E. W. Aiton, who served as project organizer.

After preliminary discussions, a plan of action was written and was officially approved by the Committee on Extension Organization and Policy on Jan. 9, 1948. The six purposes, which have stood the test of 10 years of experience, are:

- To develop an informed junior leadership among farm youth.
- To develop a positive, constructive program of education for farm youth in the field of international relations and world peace.
- To contribute toward better international understanding of the problems of world peace.
- To provide opportunity for representatives of American farm youth to see and experience the life and culture of rural people in foreign countries.
- To provide opportunity for American farm families to extend hospitality to farm youth representatives from European countries and thereby develop a better understanding of their problems, attitudes, talents, and contributions to society.

(Continued on page 111)



Counties indicated in black have sent IFYE delegates or served as hosts to exchanges from other lands.

WHAT YOUTH WANT AND NEED FROM 4-H



To learn to conserve nature's resources



... to have wise guidance



... to develop self-confidence



... to receive recognition



... to be part of a group



... to learn good nutrition



... to learn homemaking and farming skills



... to learn to serve their communities



... to join with friends for fun and fellowship



... and to work toward values to live by.

Putting challenge and glamour in foods projects

In New Jersey

by DOROTHY V. SMITH,
Home Economics and 4-H Editor,
New Jersey

NEW JERSEY has found a better way to perk up 4-H girls' interest in foods projects than to point out the traditional way to masculine hearts. It's the annual Favorite Foods Show.

Not that 4-H girls of the Garden State don't find satisfaction in cooking for its own sake, nor in perfecting home skills for future use. They do. But in 1951 there were 1,806 girls in 4-H foods projects and last year there were 2,456. The increase is attributed mainly to the Favorite Foods Show, sponsored by a utility company.

Last fall 325 girls took part in district and State competitions. The contestants credit the event with high educational value, whether they win a top-place ribbon or not.

Like all successful events, the Favorite Foods Shows require much planning. Committees of club agents handling girls' work are named each year to work out the details with Miss Clara Ann Smith, assistant state 4-H leader, and a representative of the sponsor.



This golden goose won first place among main dinner dishes at the New Jersey show.



A young New Jersey 4-H'er puts the finishing touches on her Polka Dot Cake during Favorite Foods Show.

Where should the event be held? Grange halls, schools, and utility offices supply facilities for regional events. The sponsor furnishes equipment.

Rules must be set. How much advance preparation of the food is permitted? Should there be a minimum age limit? What are reasonable amounts for prizes? Judges must be selected and invited. Food page editors, commercial home economists, and extension personnel have served in the past.

All club members with foods projects are eligible for regional competitions, with ribbons and merchandise awards presented to all entrants. Judging in regional shows is on the Danish system and winners of excellent ribbons receive a free trip to the State contest and are invited to the banquet which follows, all as guests of the sponsor.

Both regional and State events have five divisions—breakfast dishes, luncheon desserts, all other luncheon dishes, dinner desserts, and all other dinner dishes. In addition to three cash prizes in each division, there are ribbons plus souvenir ceramic plates specially made for the occasion.

No mere fudge-makers, these youthful cooks. They whip up such dishes as roast goose with dressing, pecan

(Continued on page 109)

In Washington

by LUELLA M. CONDON,
Walla Walla County Home Economics Agent, Washington

S PONSORSHIP of a 4-H foods and nutrition program by an adult extension organization has a double value. It strengthens the 4-H program as well as educates members of the sponsoring group about Club work.

In the fall of 1953, members of the Walla Walla County Homemakers Federation were discussing what they could do as a county-wide community project. They were particularly interested in working with youth.

When they asked me for suggestions, I explained the 4-H foods and nutrition program and the need for a sponsor for the county meal preparation contest. After discussion and study, the federation's advisory council voted to sponsor the contest in the spring of 1954. The council is made up of county officers, presidents and vice-presidents of extension home economics clubs in the county.

A federation 4-H committee was named, with one member from each home economics club in the county. This group worked with the 4-H foods leaders and me in planning the event.

Meal preparation teams are trained by leaders and mothers, with the assistance of committee members. Many people, including dads, are involved.

On the day of the event, federation 4-H committee members serve as hostesses and assist in other ways. Presidents of home economics clubs and friends of 4-H are guests. Later, the committee members report the event to the county advisory council and their respective clubs.

The federation awards small cash premiums to ribbon winners. County luncheon and dinner contest winners go to the Southeastern Washington Fair, where two teams are selected to go to the State 4-H Club Fair.

What have been the results? Dur-

(Continued on page 109)

EVERYBODY HELPS TRAIN JUDGING TEAMS

SINCE 1920 when they first entered out-of-state competitions, Maryland 4-H dairy cattle judging teams have represented the United States in international judging at England's Royal Livestock Show 11 times.

State 4-H Club officials naturally are proud of this record, but claim trade secrets are not responsible. State 4-H Club Agent W. Sherard Wilson uses such phrases as "team effort, club members' enthusiasm, and support at the local level" in explaining success.

The State 4-H Club organization believes that training in the fundamentals of judging is not a specialized phase of a program for a few people but should be incorporated in the club and county program for all members. It's not a matter of spotting talent at an early age and then painstakingly developing it.

Along with encouraging members to engage in judging—which often offers prizes, glamour, and wide recognition—4-H leaders take precautions against losing sight of major goals. Participation in county, district, state, regional, or national contests is only an incidental outgrowth of the program in the individual community club.

State 4-H officials say that judging

helps train boys and girls to make sound decisions, one of the major objectives of club work. They further believe that judging helps members know and appreciate modern standards of type and quality, permits them to compare their judgment with that of more experienced leaders or judges, and provides practice in the rudiments of fair play and sportsmanship.

Former Members Are Nucleus

If there is one phase of the Maryland program that can be pointed out as more responsible than anything else for producing representatives in 11 international competitions, it probably is the work with local leaders. And in recent years even this vital phase has more or less taken care of itself. Former members of winning judging teams form the nucleus of a group of volunteer local leaders that generate their own enthusiasm and desire to help young people.

Almost as important as the eager participation of local leaders is the generous cooperation of individual dairymen and breed associations. It's not unusual to find that the dairyman offering his herd for practice

judging is also a local leader whose interest dates back to the time he was a member of a 4-H judging team himself.

County club agents are guided by the policy that they have the responsibility of working with leaders and members to develop a sound all-round 4-H program suited to the needs of the individual and the club to which he belongs. If projects chosen for the club program may be strengthened by training in judging, the agent is responsible for providing it. He can do this either indirectly—by training leaders or using former 4-H'ers or other competent local residents, or directly—by demonstrating and teaching judging techniques at club meetings or at special training meetings.

In using specialists, the agent has the responsibility of organizing and conducting appropriate training schools for leaders. Where possible, this is done in cooperation with agents in adjoining counties to conserve time and travel.

The specialist's first responsibility is to prepare teaching aids to be used by agents and local leaders. Teaching aids which have been found effective include colored slides, score cards, mimeographed material, outlines for setting up training meetings, and guidance on the conduct of teaching programs.

It's almost impossible to estimate the number of people who have contributed to the success of Maryland's 4-H dairy cattle judging teams. Most of them are not even aware that they have given anything—to them it is self-gain rather than sacrifice because they did something they wanted to do.

FAMILY GOALS *(Continued from page 96)*

dreams." Agriculture today needs the "visions" of youth, mellowed with the rich experiences, the "dreams" of their elders. It is upon the broad shoulders of our 2 million 4-H members that agriculture must move forward on a hundred fronts in the years that lie ahead.

4-H, more than any group I know, is better equipped through program and precept to capture the visions of youth, temper them with the experiences of adults, and let their full impact be felt in rural life.



District meeting to train 4-H boys in selection of dairy cattle.



WANTS and NEEDS of older youth

by GLENN G. CARTER,
Assistant County Agent,
Tioga County, Pa.

WHAT are the wants and needs of older youth? And how can Extension help meet them? We learned the answers to these questions in a recent study in Tioga County, Pa., and have revised our program accordingly.

Interest in the problem was stimulated by C. P. Lang of the State 4-H Club staff. To get the facts, it was decided to survey the rural young people and learn their interests and attitudes.

As the first step, community leaders compiled a list of rural young people. Names of approximately half of the county's older youth were obtained in this manner, thus giving a good cross-section.

Dr. Emory Brown, in charge of

Pennsylvania's extension research, assisted in formulating the questionnaire. The interviewers were extension executive committee members, 4-H members and leaders, and many older youth using the self-study method.

Training in interviewing was given and questionnaires distributed at meetings in five areas of the county. A followup meeting of interviewers was held after the survey was completed—to learn the attitudes of those interviewed and to discuss how to use the findings.

What We Learned

The mean age of both men and women interviewed was between 28 and 29, with 67% of the men considering farming as their major occupation. It was found that four out of five are members of a church, half belong to a farm organization, and one-fifth are labor union members.

There was definite interest shown in every community for some type of organized recreation supplemented with educational features. Dancing, bowling, and educational programs on farming and homemaking were among program suggestions.

Several questions were asked to learn the attitudes of these people

about the extension program. Nearly everyone was familiar with the extension service—95% knew the county agent, 78% knew the home economist, and 50% had heard of the two assistant county agents. But an alarming 60% of the individuals had never attended an extension meeting or tour and 66% had never been visited by the extension staff.

News articles of extension origin had been read by most of the people interviewed. It was also noted that almost everyone interviewed preferred to attend meetings in their own community rather than a central point in the county.

Television is one of extension's important tools. As many had viewed extension TV programs, 65%, as had listened to extension radio broadcasts. And extension had only been using TV for a few months, compared to several years of radio programs.

An analysis was made of how well this group of young farmers had adopted extension practices on their farms. Such practices were considered as weed spraying, complete soil testing, artificial hay drying, and four others. Answers varied from 2% adopting all 7 practices up to 41% not adopting any.

The preferred method of receiving extension information was the newsletter. Personal visits also received high regard, with meetings considered a weak third.

Results of this study indicated some changes needed in the county extension program. For one thing it showed a definite need for recreational and educational programs for older youth.

Three senior extension clubs or older youth clubs are being organized in the county, with the possibility of more in the future.

We are taking a closer look at television as a means of mass communication. The newsletter is being used more extensively to present information to the public and an effort will be made to make more personal visits. More local rather than county-wide meetings will be held in the future.

This study of older youth has been a useful tool for the county staff. It pointed out the need for revising some techniques and showed the kind of program that older youth want and need.

Building better citizens in better communities

by M. L. CONDE THILLET,
Extension Press Editor, Puerto Rico



THE boys and girls of the two 4-H Clubs of ward Carraizo of the county of Trujillo Alto, Puerto Rico, had many things in mind when they drew the program of work for their citizenship project. They wanted educational and recreation activities which would benefit the whole community.

One of the first problems they faced was the need for an appropriate meeting place. Undaunted by their lack of funds or know-how in construction, they decided to build their own clubhouse.

Now this goal is no longer just an idea. With the help of some adults in the community, these boys and girls are rapidly completing the "4-H clubhouse that cooperation built."

Explaining Need

Their first step in solving this problem was to visit all families of the community to make them conscious of the need for a clubhouse. Fortunately response was good. Many promised to help by giving construction materials or by working in their spare time.

The next move was to raise the money needed. The girls made and sold candies and conducted other activities. The boys held benefit baseball games and other money-raising ventures. Together they carried out "the March of Concrete Blocks," by which they were able to obtain many of these as gifts.

Groups of 4-H boys and girls, parents, and neighbors are now completing the clubhouse, which will serve as a community center. The 4-H members plan to conduct training meetings and demonstrations for both youth and adults of the community. Other 4-H clubs of the county may also use it as a meeting place.

Other Projects

These 4-H'ers also want the clubhouse to be the community library. They will have magazines and books of interest to all age groups. Club members and their parents will be in charge of the library in their spare time.

The 4-H clubs of Carraizo have carried out other community activities in their citizenship project. For example, they made a census to determine the number of homes without sanitary facilities. As a result of this activity, families lacking such facilities were provided with them by the Health Department of Puerto Rico.

Last Mothers' Day they gave baskets of useful gifts, plus some money, to two poor mothers of the community. At Christmas, a basket of gifts was given to a needy family.

Throughout the Island, 4-H boys and girls are active in similar citizenship projects. In this way they are doing their part in building better communities.

IN WASHINGTON *(Continued from page 106)*

ing the first year of sponsorship by the homemakers federation, membership in the 4-H foods and nutrition program almost doubled and performance quality was much improved. The program has grown each year. In 1957, 142 members exhibited units in meal preparation and 42 units in baking at the Southeastern Washington Fair.

Members of the federation are better informed about 4-H Club work. Many became volunteer leaders and several home economics clubs are now sponsoring other 4-H projects in their communities. Parents, too, have become more interested and cooperative.

The interest shown in these 4-H members, the extra help they are given, and the premiums all are incentives for them to work harder and accomplish more.

IN NEW JERSEY *(Continued from page 106)*

pie, sweet and sour meat balls, and applesauce cake roll.

Veteran contestant Carol Coles summed it up from the 4-H member's point of view this way: "The Favorite Foods Show has given me an incentive to try different dishes. It has taught me to set a table correctly and with a bit of flare. It has put glamour into the 4-H foods project."

A LOOK AHEAD

(Continued from page 91)

mental research, too. For instance, the University of Michigan made two studies—one sampling the needs and expressions of girls and one of boys from about 14 to 16 years of age. The young people themselves say that more than anything else in their adolescent period, they want real-life experiences that fit them for adulthood. They don't want to make believe—they don't want just make-do and busy work. They want their development to be in terms of something that's worthwhile and lasting.

Desire to Reach Out

Mr. Skelton: That is one thing that has impressed me in the past 4 or 5 years. You're not going to keep the young people—not even the 12 or 13 years olds—as young persons. I am simply amazed at the questions some of them are asking. What career will I go into? Will I be a farmer? What will it take? If 13 and 14-year-olds have that desire, our 4-H Club program for the 17-21 group must get into this area of farming as a business which would include management training.

Mr. Huffman: This brings us to this area of career exploration. Bill has pointed out this need of being more ready to assume farm managerial responsibilities. Many other farm boys and girls are going to select occupations in nonfarm life.

Mr. Aiton: Only 10 to 15 percent of our young people growing up on farms today will be able to become managers or owners of Class I, II, or III farms. These are farms yielding a net income of at least \$2,500 a year, which is about a minimum for a family living these days. That means that around 85 or 90 percent of our farm youth are either going to have to supplement their farm income or find a job off the farm.

Mr. Huffman: That's a good point. However, we should point out that approximately 40 percent of our working force in this country are associated with agri-business. This, of course, is nothing new, but the fact that the percentage is so large brings home to us the tremendous responsibility that the Club program

places upon county agents and volunteer leaders and the folks at the state colleges, as well as those of us here.

Mr. Aiton: It might be appropriate to mention some ways that we are recognizing this responsibility. An example is a pilot program being developed at Penn State in cooperation with FES. It is with farm boys and girls, helping them first of all to find some part-time jobs where they can be apprentices in the marketing and distribution of agricultural commodities—in grain elevators, chain store merchandising, and agriculturally related business. Along with it, they are developing some new literature and materials so these young people can study the marketing and distribution process simultaneously.

Mr. Skelton: We have made good starts this year in a couple counties in what we call career exploration. Of course, that brings us right back to the thing that is going to require a lot of understanding among all extension workers. If we consider career exploration seriously, we must realize that a very high percentage of youths will be going into areas of what we generally call "off-farm employment."

Mr. Huffman: We have been talking about our historic base, which is rural people. Another challenge is what does Club work offer the suburban and urban youngster.

Mr. Aiton: I live out in suburbia and one day I was watching a boy about 11 mowing a lawn. He hacked out a little piece here and another little piece there. It suddenly occurred to me that there was just as much for him to be learning in terms of the farm management principles involved in mowing a lawn as there was for a boy starting out to cultivate a field of corn. He had as much to learn of a fundamental scientific agriculturally related nature as the farm boy. And I had a real teaching opportunity with that young lad.

Mr. Skelton: The same thing is true for girls in non-farm areas. There is a lot they need to know about agricultural products. Take a 12 or 13 year old girl enrolled in one of the home economic projects. Part of her training might be visiting markets and learning the difference

in grades of meat or potatoes. This would be a learning opportunity in a real-life situation that would be useful for any girl.

Mr. Huffman: This brings us to an area our home demonstration agents have been moving into with greater emphasis—how to make income cover a larger number of family needs, including better nutrition. Many times there's an inability to judge not only the grade but the combination of food products that will give a good diet, plus the matter of money. A dollar saved is still a dollar earned—even in this day of modern economics.

Mr. Skelton: If we go step by step, we would follow the real-life situations from maybe one of understanding the quality of products both in food and clothing to one of money management, installment buying, and all these things. If we follow the developmental needs of young people in the present day, not the needs of 10 years ago, then our programs are bound to be sound.

Strengthening the Family

Mr. Aiton: It's not just important to the young people, but to the whole family unit. We ought to ask ourselves every time we try something new in 4-H—What does this do to strengthen the family? What does it do to help young people find satisfactions and permanent enjoyment as well as education right within the family circle.

Mr. Skelton: There is another point we have to keep in mind. A lot of people are asking, what can we do for young people, rather than what can we help them do for themselves. When we do for them, we fail because we take them out of the real-life situation. It has been said, "Sure, the world owes you a living, but you'll certainly have to learn how to work to collect it."

Mr. Huffman: Bill, that may be a good place to end this discussion because it goes back to Ed's initial statement that the fundamental philosophy of extension is to help people to help themselves.

Mr. Aiton: I'd certainly be willing to rest on that.

Guy Noble Retires



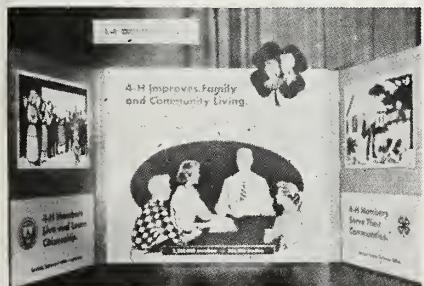
Guy L. Noble, managing director and one of the founders of the National Committee on Boys and Girls Club Work, retired May 1 after 36 years of service.

Through the committee, business firms and private citizens support 4-H Club work by providing funds to support specific activities. Over the past 36 years, almost \$13 billion has been disbursed by the committee for this work.

Mr. Noble took charge of the first 4-H boys and girls ever to come to Chicago for an official meeting. There were 160 in that first delegation in 1919. Since then, more than 45,000 4-H youths have visited Chicago as Club Congress delegates.

Norman C. Mindrum, executive director of the National 4-H Club Foundation for the past 5 years, succeeded Mr. Noble. Mr. Mindrum previously was a member of the Minnesota State 4-H staff and county agent in Winona County, Minn.

Planning an Exhibit?



4-H exhibit kits on Family and Community Living (kit No. 2) are still available for purchase by State and county extension offices. Made of silk screen processed panels in color, they are designed to fit on a 3 by 8-foot pegboard background. The kits are excellent for store window displays, exhibits in banks, fairs, or at community gatherings. Address your order, with \$6 which includes mailing costs, to the Ad-Print Co., 737 Third St., N. W., Washington 1, D. C.

AN IDEA

(Continued from page 104)

- To provide opportunity for exchange of other cultural and citizenship experiences.

At first the plan of action was only a hunting license. A license, that is, to seek funds and support for the idea. A "grubstake" of private funds was pledged and States agreed to raise the balance locally.

A start on the outbound phase was made in June 1948. Eight 4-H girls and nine 4-H boys were "commissioned" at National 4-H Camp and sailed for seven countries of Europe. There they lived, worked, and shared mutual hopes and dreams of peace with farm families as the vanguard of the International Farm Youth Exchange.

From this small beginning IFYE has grown to a worldwide program. In its first 10 years a total of 894 U. S. delegates, representing 44 States and Alaska, have gone to other lands. At the same time, 1032 exchangees from 60 countries have lived with farm families in 45 States, Alaska, Hawaii, and Puerto Rico. Over 8,000 U. S. families have served as hosts to these young ambassadors from abroad.

Each of the families could "write a book" about the experiences of its adopted son or daughter, who has learned about America from honest to goodness Americans. And in the learning they have "unlearned" some of their misconceptions gathered from superficial movies, propaganda, or American tourists.

Family life provides a window through which youth from abroad can see and learn to know America. This is revealed by a letter from Ayla Sari of Turkey. While in Michigan, she wrote: "Before I came to America, I always thought of her as a dream land, Utopia, which you can only reach in your dreams; full of ambitious people who care for nothing but money and wealth; people of no feeling who acted like machines. Now I realize how wrong I was."

Through such experiences IFYE has proved itself a dynamic force. It provides the kind of people-to-people influence which President Eisenhower says will develop understanding and friendship with people of other nations.

Behind IFYE lie 10 years of experimentation, development and demonstration of an idealistic *doing* and *sharing* idea. Ahead lie opportunities for larger service by an ever-growing corps of enlightened and informed leaders, developed through the IFYE program. To them we can look for inspiration and leadership as each in his own way puts into action the better understanding he has gained of himself, of his country, and of his neighbors throughout the world.

Monthly Revisions in Publications Inventory

The following new titles should be added to the Annual Inventory List of USDA Popular Publications. Bulletins that have been replaced should be discarded. Bulk supplies of publications may be obtained under the procedure set up by your publications distribution officer.

F 1043 *Strawberry Varieties in the U. S.*
Rev. Feb. 1058

M 744 *Hog Houses*—Replaces F 1487

The following are no longer available but county offices may use any copies they have on hand. The titles should be removed from the inventory list as USDA supplies are exhausted.

F 1162 *Proso or Hog Millet*
F 1439 *Diseases of Cabbage and Related Plants*
F 1651 *Corn Earworm as an Enemy of Field Corn in the Eastern States*
F 1854 *Diseases of Rice*
F 1990 *Habits and Control of the Fall Armyworm*
F 1995 *Growing Erect and Trailing Blackberries*
L 5 *The Prevention of Roundworm in Pigs*
L 160 *Crimson Clover*
L 227 *The Home Fruit Garden in the Northeastern and North Central States*
L 233 *Selecting Breeding Stock for Broiler Production*
L 250 *Hamster Raising*
L 274 *Control of Apple Tree Borers*
L 305 *Okra: Culture and Use*
L 324 *Soil Treatment an Aid in Termite Control*
L 329 *Control of Dutch Elm Disease and Elm Phloem Necrosis*
IS 56 *How to Choose and Use Your Refrigerator*

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National 4-H Center—Another Resource for Extension

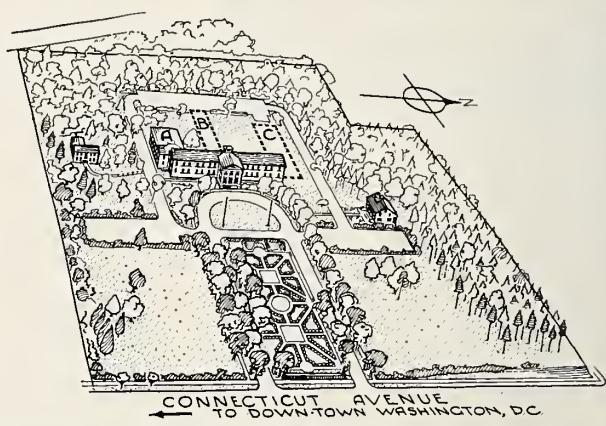


Smith Hall at the National 4-H Club Center as it will look when renovation is completed this year.

The National Center is at long last occupied by 4-H. The Army, which had occupied the property since its purchase by the National 4-H Foundation in 1951, turned back the keys to the 4-H Foundation on January 31.

Throughout the year, carpenters, bricklayers, and painters will be hard at work, readying the Center for its opening in January 1959. All three buildings—Turner, Warren, and Smith Halls—will be renovated and two new wings added to Smith Hall. The grounds will be landscaped and parking facilities added. When this work is completed, the new National 4-H Center will be an ideal location for educational training programs.

Heading the list of events to be held at the Center next year will be National 4-H Conference, scheduled for late April instead of the traditional June date. This event will bring together at their national 4-H home the 200 top representatives of more than two million 4-H'ers, many of whom helped to develop the Center through their contributions to the Share and Care program.



Grounds and buildings of the National 4-H Club Center, Chevy Chase, Md. Smith Hall, center, will have three wings when renovation is completed.